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ABSTRACT

This report card contains information on the status of public education in Alaska. Data are organized around the four key elements of the Alaska Quality Schools Initiative: (1) high standards and assessments; (2) quality professional standards; (3) family, school, business, and community networks; and (4) school excellence standards. A statewide profile presents some basic information about the state's 53 school districts and 503 public schools and describes progress made toward each of the key elements of the Quality Schools Initiative, including standardized test results. A table presents an outline of the characteristics of each school district. Attachments contain a list of data sources for the report and a list of Alaska school districts and superintendents. (SLD)

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Report Card to the Public

A Summary of Statistics from Alaska's Public Schools

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K. R. Crane

School Year 1998 - 1999

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This publication is available through the Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894; or through the Internet at: www.eed.state.ak.us/stats/home.html.

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A Message...

from the Commissioner of Education & Early Development

This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools,* is published in accordance with Alaska Statute 14.03.120 for the school year 1998-99. Its intent is to report the status of public education to the people of Alaska. It is also meant as a source of information for Alaska's educational policy makers, including legislators, Governor Knowles, the State Board of Education & Early Development and local boards of education.

Under state law, each school district is required to report to their communities certain information about their school district's plans and performance. This publication is a summary of those reports.

The data in this publication are organized around the four key elements of the *Alaska Quality Schools Initiative,* the Knowles Administration's systemic school improvement plan. The *Alaska Quality Schools Initiative* is built around:

- High Student Academic Standards and Assessments
- Quality Professional Standards
- Family, School, Business, and Community Networks
- School Excellence Standards

The progress of the five-year-old *Alaska Quality Schools Initiative* is impressive. This is because many individuals, school districts, educators, businesses, and other organizations have worked tirelessly to advance its elements. They are making the initiative a success.

The initiative has proven to be an excellent blueprint for revitalizing our education system and fulfilling our promise to young people for a brighter future. Our goal is no less than this: that **every student** achieves academically at the highest levels and is guided by outstanding teachers in quality schools—no exceptions.

We have reasons to celebrate the many successes in our schools. Together, we can move forward to make our schools even better.

Sincerely,

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Richard S. Cross
Commissioner

Alaska Education at a Glance

Statewide Profile

School District Square Miles	685,175
State Population	622,000
Median Family Income	$57,474
State Unemployment Rate	5.9%
Number of School Districts	53
Regional Educational Attendance Areas (REAAs)	19
City/Borough Districts	34
Funding Communities	267
Public Schools Pre-Elementary to Grade 12	503
State-Operated Schools	2
Charter Schools	18
Correspondence Schools	24
K-12 Student Populations in Average Daily Membership (ADM)	132,905
Change in ADM from 97-98	+2.6%
School-Age Low-Income Children	25,483
Percentage of Adults 25 and Older with H.S. Diploma	86.6%
18-24 year olds with H.S. Diploma	80.7%
Number of High School Completers 1999	6,862

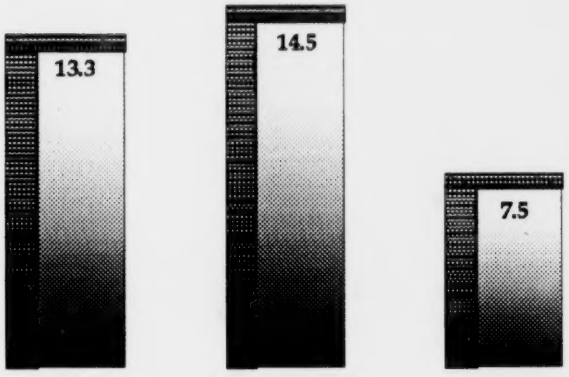
TOTAL STATEWIDE ENROLLMENT BY ETHNICITY

As of October 1, 1998
Includes all districts, Alyeska Central School and Mt. Edgecumbe

- Alaska Native/American Indian - (33,597)
- Asian/Pacific Islander - (6,839)
- Black - (6,211)
- Hispanic - (4,103)
- Other - (362)
- White - (84,261)

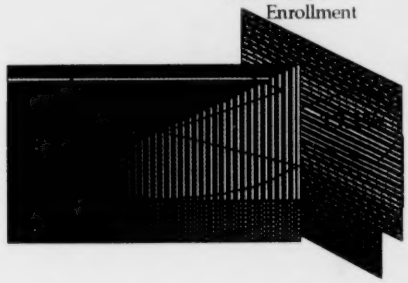
SUPPLEMENTAL PROGRAM PARTICIPATION

Percentage of October 1, 1998 Enrollment



SCHOOL-AGE CHILDREN IN LOW-INCOME FAMILIES

Percentage of the October 1, 1998 Enrollment



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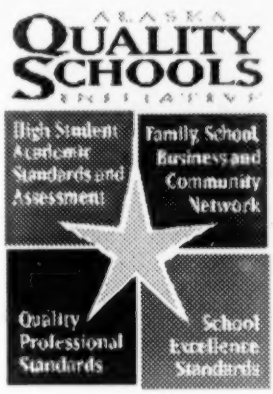
Alaska Quality Schools Initiative

Education goals have been developed both nationally and on the district level to provide on-going and ultimate measures for student achievement. The *Alaska Quality Schools Initiative* exists at the state level to improve the performance of Alaska's schools and the skills of Alaska's children.



The *Initiative* has four parts:

- **High Student Academic Standards and Assessments** that set high expectations for students in reading, writing and mathematics and indicate whether students are achieving those standards;
- **Quality Professional Standards** that will ensure teachers and administrators have and maintain the skills and abilities necessary to do their jobs well;
- **Family, School, Business and Community Network** that promotes local partnerships, the implementation of family involvement programs, and the role of parents as active partners in results-based schools;
- **School Excellence Standards** that measure schools against research-proven indicators, including a formal school accreditation process.

This publication is organized around each part of the initiative and indicators of progress toward student, professional, and school standards. Progress for each part is discussed on the following pages.

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High Student Academic Standards and Assessments

Content and Performance Standards

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education & Early Development developed academic standards and associated key elements in eleven content areas: English/Language Arts, Mathematics, Science, History, Geography, Government and Citizenship, Skills for a Healthy Life, Arts, World Languages, Technology, and Employability.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the past two years, performance standards were completed that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18.

Comprehensive System of Student Assessment

Alaska regulation 4 AAC 06.710 requires all students in grades 4 and 8 to be assessed in reading, language arts, and mathematics, using a standardized test. Information from this assessment, aggregated to a statewide profile, provides parents, educators, policy makers and the community-at-large with a picture of how Alaska's students compare with their peers nationwide. The California Achievement Test, Fifth Edition (CAT-5), is administered annually to all students in grades 4 and 8.

Implementing a statewide comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. It is a major component of the *Alaska Quality Schools Initiative*. Such a system will measure student achievement in relation to adopted state standards; provide valid, reliable information to policy makers; guide decision-making; and improve instruction.

In 1997, the Legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. The following year, a law requiring examinations at earlier grades was also passed. The department is currently completing the first year of a three-year plan to develop a system of performance assessments that are based on the Alaska Performance Standards in reading, writing, and mathematics.

The High School Graduation Qualifying Examination and Benchmark Examinations at grades 3, 6, and 8 were administered for the first time in spring of the 1999-2000 school year. Results will be available in fall 2000.

1999 CAT-5 Quartile Results

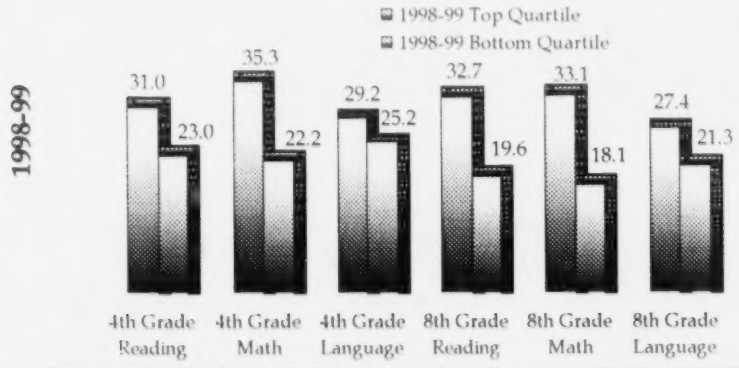
In standardized tests, the scoring distribution is usually divided into four equal parts (quartiles), with the scores of 25 percent of the normal population falling within each of the quartiles. In reporting student achievement, states frequently present the proportion of students scoring within each quartile. A common interpretation of these data is that if less than 25 percent of a particular tested population of student's score in the lowest quartile, and more than 25 percent score in the top quartile, the education agency is doing a good job of educating its students.

Table 1 shows the percentage of Alaska students in grades 4 and 8 whose scores fell within the first and fourth (or top and bottom) quartiles on the CAT-5. Percentages are shown for reading, language, and mathematics for the 1998-99 and prior school years.

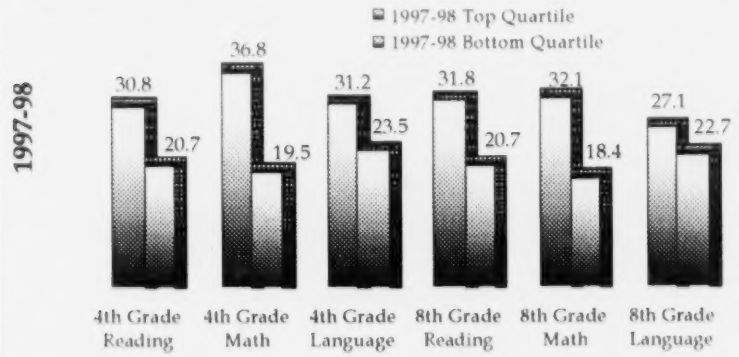
When the 1998-99 school year is compared to the previous school year, two trends are apparent. First, the 4th grade results show that only in reading at the top quartile was there any improvement over the previous school year. Conversely, in math and language arts the

TABLE 1
1997-98 AND 1998-1999 QUARTILE PERFORMANCE

Percentage of Alaska Students in Grades 4 and 8 Scoring Within the First and Fourth Quartiles* on the 1998-1999 CAT-5.



Percentage of Alaska Students in Grades 4 and 8 Scoring Within the First and Fourth Quartiles* on the 1998-99 CAT-5.



Top quartile range: 76th-99th percentile; Bottom quartile range: 1st-25th percentile.

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percentage of students in the top quartile declined while the percentage of students in the bottom quartile increased compared to the previous school year.

In contrast to the 4th grade, 8th grade test results improved in all areas compared to the previous school year. The percentage of students in the top quartiles in reading, math, and language arts increased, while the percentage of students in the bottom quartile decreased.

An analysis of district-level data continues to reflect the variability of student achievement across the state. Information from the CAT-5 and other assessments show the strong relationship of lower test scores and factors such as small school size, remote location, and language and cultural diversity.

Other Student Performance Indicators

During the 1998-99 school year, significant numbers of Alaska students voluntarily participated in other assessment programs, which allow comparison of Alaska students with students nationwide.

Scholastic Assessment Test (SAT)

The SAT is a voluntary assessment used by colleges and universities to predict how well students will succeed in college. Across the United States, 43 percent of graduating seniors took the SAT test. In Alaska, 50 percent of seniors took the SAT in 1999.

Even though a greater percentage of Alaskans took the SAT than their national counterparts, Alaska's seniors continued to outscore the national average. In school year 1998-99, Alaskans averaged 516 on the verbal portion of the test, compared to 505 for the national average. Alaskans scored 514 on the math portion compared to 511 for the national average. Table 2 compares state and national scores for the past three years.

TABLE 2
SCHOLASTIC ASSESSMENT TEST (SAT) VERBAL AND MATH

A three-year comparison of average SAT verbal and math scores and percentage of high school graduates taking the test compared with national averages.

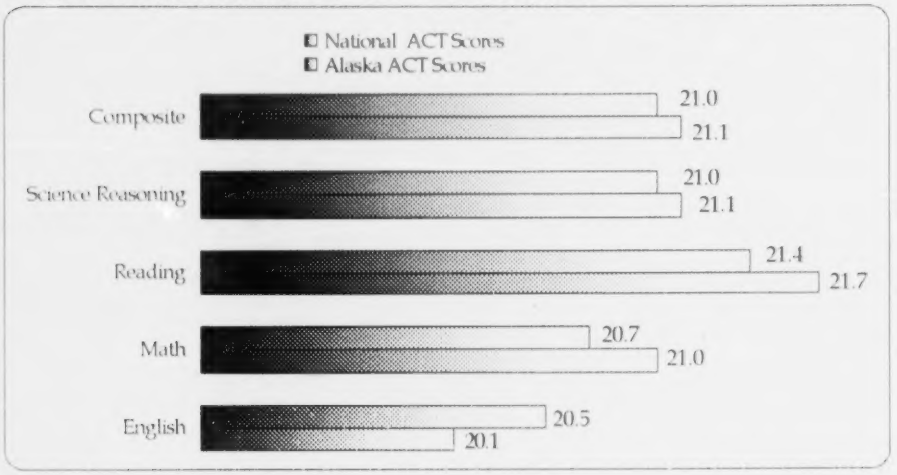
Year	Alaska Verbal	National Verbal	Alaska Math	National Math	% of Alaska Grads taking SAT	% of National Grads taking SAT
1999	516	505	514	511	50.0	43.0
1998	521	505	520	512	52.0	43.0
1997	520	505	517	511	48.0	42.0

American College Test (ACT)
The ACT assesses student knowledge and skills in four areas: English, mathematics, reading, and science reasoning. ACT reports individual scores in each area, along with a composite score. The figure in Table 3 shows the scores achieved by Alaska seniors in each content area compared with seniors nationwide.

Alaska graduates taking the ACT in 1999 achieved slightly above the national averages in three content areas assessed: math, reading, and science reasoning. In English, Alaska graduates scored slightly below the national average. The Alaska composite score, a weighted average of the four content scores, was slightly above the national average composite score.

Data from the ACT continue to reflect the high positive relationship that exists between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a "core program"—defined by ACT as "a typical college preparatory program" composed of four or more years of English and three or more years of mathematics, social studies, and natural sciences—achieved an average composite score of 24.1. Students in Alaska who reported taking less than the core program achieved an average composite score of 20.4.

TABLE 3
COMPARISON OF 1999 ALASKA AND NATIONAL ACT SCORES



High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of attendance is awarded.

In order to graduate, Alaska students must have earned at least 21 units of credit and completed at least the following:

(1) language arts - 4 units of credit
(2) social studies - 3 units of credit
(3) mathematics - 2 units of credit
(4) science - 2 units of credit
(5) health/physical education - 1 unit of credit
(6) remaining required credits as specified by the local school board.

Many districts require more credits than the state minimum.

In 1999, some 6,812 graduates were awarded a regular high school diploma, 28 received a non-traditional or alternative-school diploma, and 22 were given a certificate of completion or attendance.

TABLE 4
1998-99 GRADUATES
BY ETHNICITY

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1 enrollment in 12th grade.

Ethnicity	Percentage of 12th Grade Enrollment	1999 Graduates
Alaska Native/American Indian	19.1	18.0
Asian/Pacific Islander	5.3	5.4
Black	4.8	4.1
Hispanic	3.0	2.7
Other	0.3	0.1
White	67.5	69.7

Alternative Diploma or Certificate

Adult Basic Education (ABE) and Literacy Volunteer programs provide basic skills education for adults aged 16 and older who do not have a high school diploma and are not enrolled in school.

Seventeen local and regional ABE programs, four Literacy Volunteer programs, the Corrections ABE, and the Alaska Housing Program offer services to communities across the state. Course offerings include English as a second language, reading and literature, writing, mathematics, science, social studies, basic computer literacy, job seeking, citizenship, and life skills.

All ABE centers offer testing for the General Educational Development (GED) diploma.

During the 1999 calendar year, 3,129 adults (16 and older) took the examination. Of those, 1,657 were awarded a GED diploma. Of those taking the examination, 1,803 (68 percent) were under the age of 21.

Quality Professional Standards

Standards for Teachers and Administrators

Alaska Standards for teachers were adopted in 1994 and amended in 1997. Administrator standards were adopted in 1997. Teacher preparation program reviews, institutional recommendations for certification, and district evaluation plans are all based on these standards.

Standards for Teacher Preparation

Beginning in 1998, colleges and universities were required to attest, on the Institutional Recommendation form for Alaska certification, that their program graduates meet or exceed either national or Alaska professional standards.

Beginning with the next program review cycle, Alaska's teacher preparation institutions must meet or exceed the National Council for Accreditation of Teacher Education (NCATE) standards as well as Alaska professional standards. NCATE standards are the only national standards for teacher preparation.

Alaska is one of 44 NCATE Partnership states. Our partnership is based on review using both the unit standards developed by NCATE and the program standards developed by national professional education associations.

Certification and Endorsements

Beginning in 1998, new candidates for teacher certification in Alaska were required to demonstrate proficiency in reading, writing, and computation by passing the Praxis I teacher tests.

The State Board adopted a regulation in 1999 allowing Alaska certificated teachers to earn additional content area endorsements in three ways: by completing an approved educational program in a content area; by earning a doctorate, master's, major, or minor in a content area; or by passing the Praxis II tests in a content area.

The Professional Licensure Task Force (1995-1997) recommended a tiered licensure system. In 1999, the top tier was put in place. An Advanced Teacher certificate became available for those who choose to earn National Board Certification. Subsidies of $1,000 were made available for ten Alaska teachers during the 1998-1999 school year toward the $2,000 National Board application fee.

Evaluation of Educators

In 1997, local school boards were required to develop and adopt a certificated employee evaluation system for all teachers and administrators, except superintendents. The department's Professional Evaluation Handbook provided guidance for developing staff evaluation plans based on Alaska's professional standards for educators.

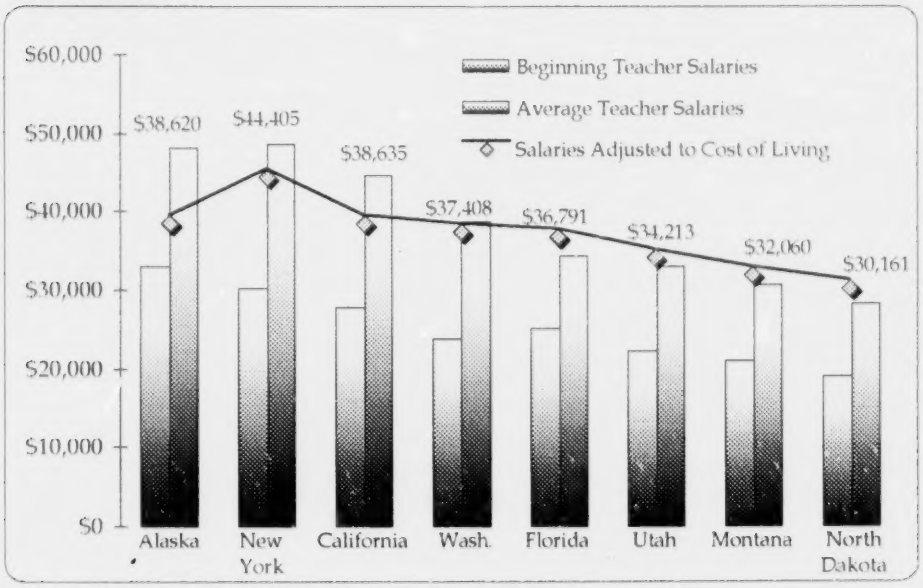
Alaska Hire

Historically, Alaska has imported up to 85 percent of its new educators from outside the state. In an effort to produce more "home grown" teachers and administrators, Alaska's preparation programs are collaborating with statewide programs in special education and school administration, offering distance delivered courses, and putting into place such programs as the Rural Educator Preparation Partnership and the Rural Alaska Native Adult Program that work to prepare and place educators in their home communities.

Salaries

According the Alaska Teacher Placement at the University of Alaska Fairbanks, Alaska teacher salaries have seen little change since 1994, but remained the highest in the nation in 1998 at 128 percent of the U.S. average. After adjustment for the cost of living, Alaska's salaries still ranked among the top 15 in the nation. Salaries for administrators rose by three percent in 1998.

TABLE 5
BEGINNING/AVERAGE TEACHER SALARIES ADJUSTED TO THE COST OF LIVING



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Educator Supply and Demand

Even as Alaska raised its standards for educators, the state, the region, and the nation began to experience educator shortages that are projected to get worse.

TABLE 6
1999 ATP REGISTRANTS AND STATE DEMAND

Endorsement Area	Number ATP Registrants	Filled Positions		Statewide Positions
		Rural	Urban	
Administration*		66.5	11.0	684*
Central Office		21.0	2.0	161**
Art	23	3.0	10.0	79
Bilingual/Bicultural	4	4.5	11.0	40
Business Education	19	6.5	3.0	59
Computer Science	9	11.5	1.0	40
Counselor	69	32.0	21.0	225
Early Childhood	29	24.0	38.7	53
Elementary (K-6)	492	203.0	147.5	2,119
English	142	44.7	46.5	230
ESL	25	5.0	4.0	12
Foreign Lang.***	30	3.3	21.0	72
Generalist	54	61.5	10.0	1,200
Gifted/Talented	4	4.3	9.8	84
Health	24	2.0	0.0	30
Home Economics	6	3.0	0.0	40
Industrial Arts	22	17.0	8.0	140
Library/Media	14	8.6	13.0	150
Mathematics	65	23.0	42.0	200
Middle School (7-8)	1	16.0	4.7	127
Music	26	11.5	19.0	163
OT/PT	0	2.0	2.8	42
Physical Ed.	47	10.0	21.0	215
Reading	37	7.0	1.0	46
School Psych.	18	5.3	7.0	74
Science	126	24.7	42.0	183
Social Studies	152	18.0	38.0	191
Special Education	187	68.3	92.8	709
SPED/ECE	36	2.0	0.0	
Speech Path.	10	4.5	15.0	143
Long-Term Sub.	122	8.0	5.0	
Other		4.8	16.0	70
TOTAL		**723**	**662.8**	**7,420**

The Statewide Position Totals are taken from the Department of Education's 1997 statistics.
*Total Statewide Administrative Positions
** Central Office
***Statewide Foreign Lang.

The demand for educators in Alaska has exceeded supply. For 1998-1999, Alaska Teacher Placement (ATP) had requests from school districts that could not be filled in these areas: math, special education, counseling, speech pathology and school psychology. One reason was increased demand fueled by three years of district implementation of the Retirement Incentive Program (RIP), which created turnover rates of up to 57 percent and averaging 23 percent. After four years of stable numbers of openings around 810, the demand for educators rose steadily, to 1,386 openings in 1998. In this last year, most districts again projected large numbers of both teachers and administrators will take advantage of the ATP program.

Another factor affecting teacher supply was that, except for the introduction of tiered systems paying less to new hires and the restriction of new hires' experience on the salary scales, salaries have changed little since 1994. When adjusted for cost of living, Alaska salaries still ranked in the top fifteen of the country, but they fell lower than major competitors California and Washington.

A third supply factor was that Alaska institutions prepare only a small percentage of the teachers needed to fill positions available in the state. In historically hard-to-fill categories like special education, UAA, the only program, has produced teachers for only about 10 percent of the number of vacancies. Also, many Alaska graduates took urban area positions, making recruitment to rural areas more difficult.

In response to supply and demand concerns, at least 20 districts planned to do individual recruitment outside the state, in addition to contracting with ATP to do out-of-state recruiting.

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Family, School, Business, and Community Networks

The *Alaska Quality Schools Initiative* encourages collaborations at the local and state levels among parents and every agency and organization—schools, businesses, agencies, governments and others—to improve the academic achievement of students. Since 1996, the Department of Education & Early Development, the Alaska PTA, the Association of Alaska School Boards, and NEA Alaska have assisted school districts and communities to develop more collaborative relationships.

Mission/Goals

The mission of Alaska's Family, School, Business, and Community Partnership is "to support the rights and responsibilities of parents, families, business, and community members to be active partners in their children's education."

The goals of the partnership are to:

- Implement an effective family involvement model: promote and encourage family and community involvement using Dr. Joyce Epstein's Model of Family Involvement;
- Promote centers for support services: encourage schools to collaborate with and establish partnerships with social service agencies to create centers in which social, medical, and mental health services are accessible;
- Design self-review standards: develop quality review standards that schools and communities can use to self-assess their family and community involvement efforts;
- Strengthen local linkages: support local staff—such as home-school coordinators, school social service workers—who link the school, home, and community;
- Include parents and community members in making decisions: involve parents and community representatives in school decision-making through their participation in development of state content, performance, school-to-work, and opportunity to learn standards;
- Share information about best practices: train parents, community members, and school staff to understand and use best practices in family and community involvement, including making appropriate educational decisions;
- Facilitate use of culturally appropriate practices: collaborate with other organizations to help local school boards facilitate discussions between community members, social services, families, schools, and other entities to identify and implement culturally appropriate educational practices.

1999 School-to-Work Partnerships

Alaska is four years into a five-year "venture capital" initiative to create local partnerships that support School-to-Work systems that will prepare students for the world of work and life-long learning.

School-to-Work (STW) systems are focused on high academic achievement, contextual learning and skills application, opportunity for career development and work experience, and connection to postsecondary education or training programs.

In the 1998-1999 school year, 60 percent of the 53 school districts, accounting for more than 90 percent of Alaska's K-12 student population, were involved in partnerships that included an estimated 12 percent of Alaska's 17,000 public and private sector employers. As a result of these partnerships, almost half of Alaska's secondary students participate in classroom learning which uses work-related curriculum (this is up from one-third of students last year), and 21 percent of all secondary students participated in work-based learning activities. Two-thirds of middle/junior high schools provide teacher and/or counselor facilitated career exploration activities such as counseling, and interest and skill inventory testing. Eighty-five percent of these schools provide opportunities for self-exploration using computer databases, resource centers, and publications.

Employability Standards were adopted by the State Board of Education & Early Development in September 1998 and are used in conjunction with Alaska's Academic Content Standards. Local communities around the state are integrating employability standards with curricula to help ensure students are prepared to apply their academic knowledge to their life pursuits. The Employability Standards and the ten Content Standards are cross referenced with the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) to show how they help students make successful transitions from school to work. Performance measures are being developed to be compatible with performance measures in reading, writing, and math.

Materials are available from the Alaska School-to-Work Initiative that show how to get involved in providing students with successful transitions, including:

Alaska School-to-Work Brochure
Alaska School-to-Work Employer Handbook
Menu of Options for Employer Involvement in School-to-Work
Giving Alaska's Children Hope and Skills for the 21st Century
Employer Expectations Poster
Safe, Healthy, Legal Workplaces Poster
Alaska School-to-Work Sustainability Institute Report
Employability Standards/SCANS Crosswalk
Alaska School-to-Work Stages of Development Matrix
K-12 Career Development Manual

School Excellence Standards

Standards for State Accreditation of Schools

A public or private elementary or secondary school in Alaska may demonstrate the attainment of the standards for state accreditation by conducting a self-study using a format prescribed by the department; or providing evidence of accreditation by the Northwest Association of Schools and Colleges to the department.

The adopted standards for state accreditation of schools are:

(1) classroom and instructional strategies support and promote student learning focused on the attainment of high standards by all students; a school demonstrates this standard by giving evidence that it bases curriculum, instruction, and assessment on clear student standards and objectives; has established student standards that are meaningful, agreed upon, and emphasize the importance of learning; assesses student performance in multiple ways; and holds high expectations for the achievement of all students;
(2) a climate of high expectations exists not only for students, but also for all staff, and high expectations are communicated to everyone in the community the school serves, with incentives, recognition, and rewards in place to promote excellence;
(3) school time is used for learning;
(4) fair discipline practices and policies are established, communicated, and consistently enforced;
(5) the school environment is supportive and physically safe;
(6) appropriate technology is used to apply academic skills to simulate real life, workplace situations in addition to performing research and exploration;
(7) all staff are involved in ongoing and continuous staff development that focuses on school improvement goals and student performance standards;
(8) strong leadership that uses established research to guide the instructional program is in evidence;
(9) resources are focused on established student standards and school improvement efforts to guide the instructional program;
(10) the decision-making process for school plans and goals includes everyone in the community the school serves;
(11) programs and support are provided to help high needs students achieve school success;
(12) the school goals and staff behavior promote equity and respect for diversity among students, teachers, administrators, families, and community members of different socioeconomic status and cultural background;
(13) that non-English-speaking and limited-English-proficient students are provided with a strong academic core program that supports the students' first language; and
(14) partnerships and collaboration are established between the school and parents, families, businesses, and other community members; a school demonstrates this standard by giving evidence that
    (a) various types of involvement promote a variety of opportunities for school, families, and community to work together;
    (b) collaboration between the school and agencies, businesses, and the community supports special programs for high needs students and families; and
    (c) staff and school procedures promote community connections and cross-cultural communications with parents and families.

Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

1999 Accreditation Status

The decision to seek accreditation is a local school board option. Since the 1970s, the State Board of Education & Early Development has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every six years.

Voluntary school accreditation has resulted in only 28 percent of Alaska's public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Education Attendance Areas (REAAs) have a greater percentage of accredited schools. City and Borough School Districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

Forty school districts have one or more accredited schools.

TABLE 7
SUMMARY OF
SCHOOLS ACCREDITED

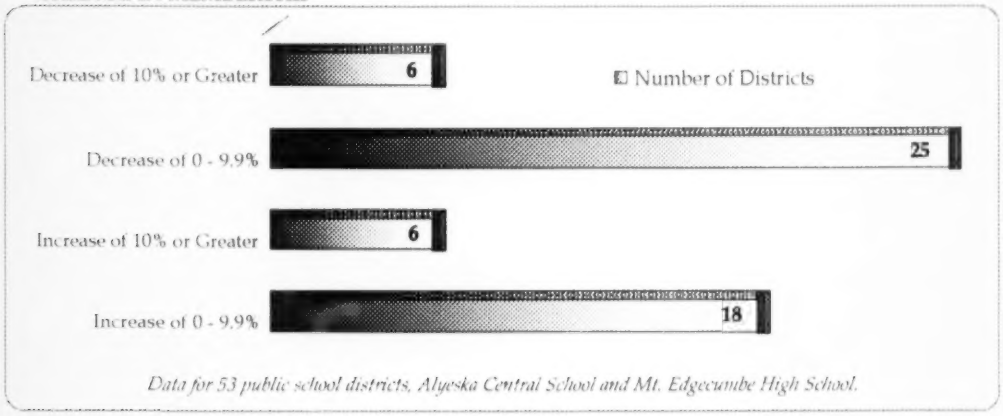
Summary of Schools Accredited by Northwest Association of Schools and Colleges (December 1998)

Elementary	6
Middle	12
High School	41
K-12	74
Special Purpose Schools	7
Supplemental Education Program	2
Total Accredited in Alaska	142
Public Schools	133
Private Schools	9

Annual Change in Membership

Alaska's student population continues to rise. The average daily membership for 1998-99 represents a 2.6 percent increase over the previous year. Thirty-one districts experienced no change or a decrease in this period. The most significant reductions were in Copper River, Hoonah, Pribilof, and Yukon Flats districts, at -12.8 percent, -11.3 percent, -15.8 percent, and -16.2 percent, respectively. Enrollments in 24 districts were higher than the previous year, with six districts experiencing increases greater than ten percent, including Galena with 138.0 percent and Nenana with 80.9 percent. Alyeska Central School's average daily membership showed an increase of 67.6 percent.

TABLE 8
CHANGE IN MEMBERSHIP



Data for 53 public school districts, Alyeska Central School and Mt. Edgecumbe High School.

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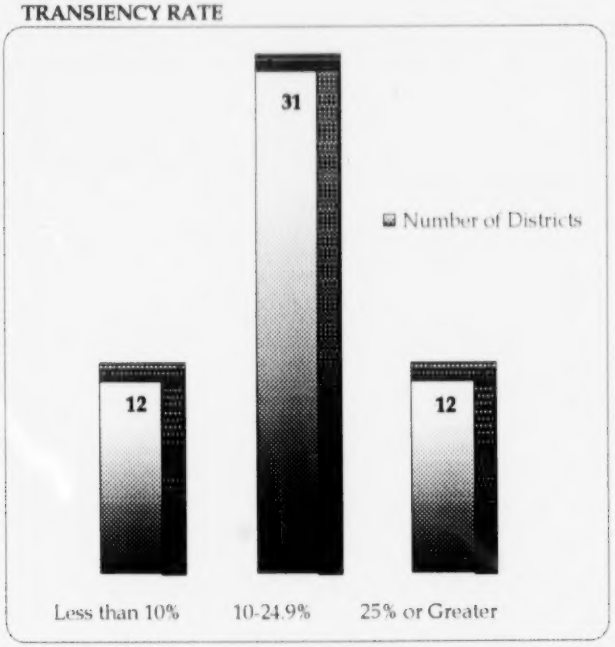
Transiency Rate

The enrollment change due to student transfers into and out of the district during the school year (transiency) is an important consideration in judging a school's long-term performance. Student mobility impacts both urban and rural schools in Alaska. Alyeska Central School experienced the greatest turnover at 77.3 percent, seconded by Bristol Bay at 57.8 percent.

TABLE 9
TRANSIENCY RATE



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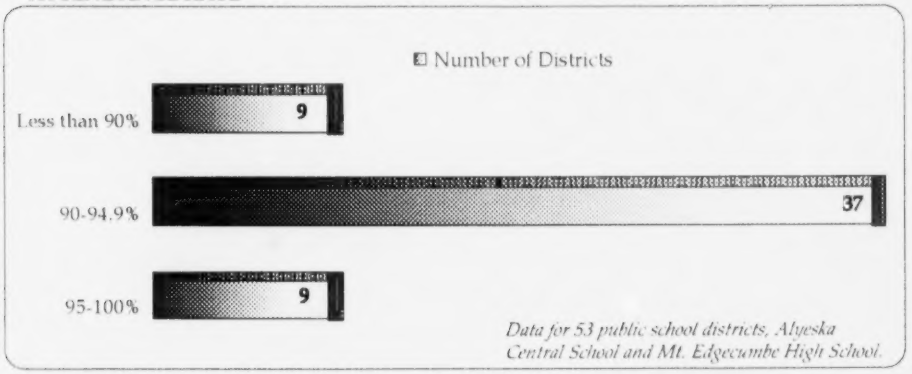
Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well-documented.

Nine districts have attendance rates less than 90 percent, and nine districts reported attendance rates at or above 95 percent. Over the last four years, the statewide average attendance rate has remained at about 93 percent.

TABLE 10
ATTENDANCE RATE



Annual Dropout Rate for Grades 7-12

Dropout event rates answer the question, "What percentage of students dropped out of grades seven through twelve?" Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center of Education statistics, a student who leaves the district to obtain a GED is a dropout.

Of 59,823 students enrolled in grades seven through twelve, 2,300 students dropped out during the 1998-99 year. The statewide dropout rate has risen slightly over the last three years, from 3.6 percent in 1996-97 to 3.8 percent in 1998-99. Ten districts had dropout rates greater than six percent. Table 11 profiles dropouts by ethnicity.

TABLE 11
DROPOUTS BY ETHNICITY

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
Alaska Native/Native American	22.3	34.5
Asian/Pacific Islander	5.1	3.6
Black	4.2	5.5
Hispanic	2.8	3.9
Other	0.4	1.2
White	65.3	51.3

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1998-1999 Alaska District Profiles

	General Information							Supplemental Program Participation				
	Funding Communities	Number of Schools	# Accredited Schools	1990 Census Population	FY 99 Audited Expenditures	1998-99 Average Daily Membership (ADM)	ADM % Change FY 98 to FY 99	Special Education as % of 10/1/98 Enrollment	Bilingual Education as % of 10/1/98 Enrollment	Migrant Education as % of 10/1/98 Enrollment	School-Age Low Income as % of 10/1/98 Enrollment
Alaska Gateway	7	8	2	2,196	5,191,833	506.84	-1.5	19.7	25.9	28.2	29.0
Aleutian Region	3	3	0	132	1,318,555	46.70	28.1	25.5	41.2	0.0	7.8
Aleutians East	6	6	0	2,325	5,213,401	310.35	-9.1	15.0	0.0	27.2	27.8
Alyeska Central	1	1	1	N/A	5,455,441	2,628.73	67.6	0.0	0.0	0.6	0.0
Anchorage	4	87	20	255,202	293,650,692	48,115.53	1.7	14.9	9.5	2.5	16.8
Annette Island	1	3	3	1,598	4,268,456	355.23	-10.4	20.0	0.0	3.2	34.7
Bering Strait	15	15	0	5,369	25,248,054	1,782.90	1.3	15.6	49.7	39.8	44.7
Bristol Bay	2	3	1	1,285	3,051,117	295.65	-3.1	10.4	2.7	31.4	7.0
Chatham	5	5	1	1,388	2,988,420	272.05	-7.2	6.6	5.5	9.2	19.5
Chugach	3	4	1	615	1,997,541	161.00	-3.6	11.0	3.1	7.4	14.1
Copper River	7	10	2	2,815	5,888,245	713.65	-12.8	13.3	4.4	1.3	18.9
Cordova	1	2	1	2,579	4,264,523	491.34	-4.5	11.9	5.0	23.5	8.4
Craig	1	3	2	1,823	3,203,099	432.00	0.9	13.2	0.0	12.3	13.5
Delta/Greely	2	6	2	4,182	7,004,552	1,099.75	15.6	7.7	11.1	0.7	16.0
Denali	3	3	3	1,871	3,899,941	362.10	3.5	9.1	0.0	0.0	5.5
Dillingham	1	2	0	2,173	5,658,301	548.05	-6.0	17.4	39.1	44.7	17.6
Fairbanks	5	32	5	83,842	107,381,962	16,093.54	-1.6	13.1	3.3	0.9	13.8
Galena	1	4	2	520	16,261,344	3,234.00	138.0	1.6	3.7	0.8	0.5
Haines	2	5	1	2,459	3,468,985	448.75	2.4	13.2	0.5	5.0	16.8
Hoonah	1	2	2	1,228	3,212,497	230.85	-11.3	14.4	8.7	11.8	21.8
Hydaburg	1	2	2	408	1,768,547	110.50	-10.2	18.2	0.0	48.2	3.6
Iditarod	9	11	2	1,504	7,130,288	534.18	16.7	18.2	51.7	22.3	40.8
Juneau	1	12	1	28,519	37,041,180	5,701.25	0.7	11.0	11.4	0.0	13.6
Kake	1	2	2	684	2,115,154	185.80	-4.4	10.8	11.3	12.9	21.0
Kashunamiut	1	1	1	667	3,004,401	279.00	3.4	11.2	100.0	42.3	57.7
Kenai Peninsula	21	41	7	45,056	73,237,898	10,181.60	-1.9	12.2	5.0	5.5	19.5
Ketchikan	1	9	1	14,745	17,437,478	2,723.85	-0.3	10.9	2.0	4.6	17.1
Klawock	1	2	2	738	2,207,758	201.00	-9.0	21.9	0.0	2.6	27.0
Kodiak	9	16	1	15,481	22,916,263	2,797.64	-1.9	12.8	12.8	15.5	15.8
Kuspuk	8	11	0	1,581	6,777,351	474.29	0.3	17.8	35.0	4.8	47.0
Lake & Peninsula	15	16	0	1,822	11,109,637	548.85	5.0	14.6	0.0	46.5	35.9
Lower Kuskokwim	23	27	22	12,177	45,218,520	3,553.70	3.2	13.8	74.5	20.3	46.5
Lower Yukon	11	11	11	5,478	20,431,861	1,860.95	0.6	11.1	96.3	42.1	68.8
Mat-Su	15	30	6	48,570	84,155,364	12,713.25	-0.5	14.5	10.2	3.7	21.1
Mt. Edgecumbe	1	1	0	N/A	4,372,238	307.71	0.0	1.9	7.4	29.4	11.3
Nenana	1	2	0	391	2,670,749	398.00	80.9	3.9	0.0	4.4	16.3
Nome	1	4	2	3,564	6,845,554	776.25	-2.5	12.4	4.0	27.2	16.5
North Slope	8	10	10	6,815	41,270,164	2,043.90	3.1	11.5	88.4	44.7	5.4
Northwest Arctic	11	14	0	6,661	25,844,110	2,088.30	1.1	12.4	27.8	35.3	35.8
Pelican	1	1	1	211	626,209	29.80	-9.7	12.9	0.0	67.7	9.7
Petersburg	1	3	1	3,295	5,138,950	752.05	-2.2	13.5	2.4	14.2	13.5
Pribilof	2	2	1	912	2,164,574	157.40	-15.8	15.4	39.7	0.0	17.9
Saint Mary's	1	2	2	475	1,637,104	129.90	-1.4	20.1	97.8	51.5	66.4
Sitka	1	6	1	9,031	11,265,994	1,694.25	-2.9	12.5	2.2	4.2	14.5
Skagway	1	1	1	818	1,484,376	128.60	-2.3	6.3	7.8	0.0	5.5
Southeast Islands	11	12	0	2,744	3,644,951	297.78	7.5	9.0	0.0	17.6	19.7
Southwest Region	9	9	0	2,127	10,388,823	774.70	4.3	15.8	96.0	56.0	55.6
Tanana	1	1	0	322	1,813,330	104.00	-8.0	10.6	84.6	51.9	21.2
Unalaska	1	2	2	3,967	3,783,913	353.03	-7.1	13.8	14.7	0.0	4.9
Valdez	1	3	1	4,290	8,044,695	855.05	-3.7	14.8	0.0	1.3	7.7
Wrangell	1	3	1	2,744	3,897,032	526.63	1.1	10.0	0.0	7.5	20.4
Yakutat	2	3	1	754	1,998,427	166.00	-1.8	10.5	6.4	10.5	10.5
Yukon Flats	11	13	0	1,648	6,518,032	375.75	-16.2	20.6	13.9	8.0	47.5
Yukon/Koyukuk	10	10	11	2,221	8,182,436	548.90	0.6	20.6	80.7	25.5	33.0
Yupiit	3	6	0	1,200	6,048,746	401.95	1.2	18.0	52.0	75.9	51.5
Statewide	**267**	**503**	**142**	**605,222**	**990,991,387**	**132,904.81**	**2.6**	**13.3**	**14.5**	**7.5**	**19.1**

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Total # of Dropouts from Grades 7-12	Percentage of Dropouts from Grades 7-12	District Transiency Rate (%)	District Attendance Rate (%)	# 1998-99 Graduates	4th Grade CAT-5 Test Results						8th Grade CAT-5 Test Results					
					Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language
10	4.2	9.0	86.9	34	27.0	45.9	21.6	45.9	24.3	35.1	33.3	40.7	34.6	30.8	30.8	42.3
0	0.0	5.7	94.2	1	0.0	25.0	0.0	25.0	0.0	25.0	0.0	75.0	0.0	25.0	0.0	50.0
9	6.0	27.4	90.1	21	14.3	28.6	28.6	14.3	23.8	23.8	19.0	38.1	19.0	9.5	19.0	23.8
58	4.8	77.3	100.0	32	45.0	15.0	20.0	15.0	25.0	25.0	46.7	16.7	33.3	26.7	33.3	26.7
440	2.1	16.2	93.7	2,610	33.6	17.8	36.9	19.5	33.3	19.9	34.3	14.8	34.8	15.1	30.3	16.7
1	0.6	3.8	95.5	24	33.3	14.3	33.3	23.8	23.8	19.0	12.5	58.3	8.3	62.5	4.0	52.0
20	3.1	20.0	89.7	60	2.5	69.6	11.8	61.5	8.7	57.8	5.7	62.9	18.3	40.4	13.5	50.0
0	0.0	57.8	95.6	20	33.3	12.5	29.2	25.0	21.7	30.4	45.0	15.0	60.0	10.0	40.0	20.0
3	2.5	11.2	94.9	17	12.5	43.8	20.0	26.7	0.0	40.0	25.0	30.0	20.0	40.0	30.0	30.0
6	9.0	23.7	93.8	3	55.6	11.1	44.4	0.0	44.4	11.1	55.6	0.0	77.8	0.0	33.3	11.1
24	7.5	12.7	94.7	29	46.2	15.4	51.9	19.2	34.6	23.1	42.2	17.8	33.3	17.8	42.2	20.0
1	0.5	11.8	93.5	37	52.6	2.6	55.3	5.3	50.0	5.3	52.8	2.8	44.4	5.6	33.3	16.7
1	0.5	20.0	92.0	20	29.6	33.3	25.0	21.4	15.4	34.6	36.4	21.2	39.4	12.1	21.2	27.3
10	1.1	13.3	92.4	57	45.2	24.2	55.7	13.1	43.5	19.4	37.3	16.0	45.3	12.0	30.7	21.3
5	2.8	15.7	93.5	31	36.4	9.1	68.2	9.1	36.4	22.7	50.0	15.0	35.0	10.0	40.0	20.0
16	7.0	24.8	92.0	23	15.1	43.4	26.4	37.7	20.8	41.5	28.8	17.3	34.6	17.3	25.0	21.2
592	8.2	18.2	92.1	777	36.6	14.3	42.6	16.1	33.3	18.6	37.0	13.3	34.0	17.6	29.4	17.9
61	5.1	31.7	99.6	75	46.0	15.5	42.6	18.1	38.9	21.8	46.1	10.8	35.3	16.2	35.8	14.2
14	6.2	16.3	94.3	37	33.3	12.5	41.7	12.5	29.2	29.2	55.6	2.8	44.4	2.8	36.1	11.1
3	2.7	35.1	89.1	12	9.1	50.0	31.8	13.6	0.0	28.6	25.0	25.0	33.3	16.7	16.7	16.7
1	1.9	0.0	87.7	8	0.0	77.8	0.0	75.0	0.0	75.0	0.0	71.4	0.0	57.1	0.0	85.7
6	3.5	32.8	92.9	19	10.3	43.6	10.0	35.0	12.8	35.9	25.8	25.8	41.9	12.9	25.8	29.0
73	2.7	15.7	94.4	349	39.2	18.2	46.2	16.0	30.7	22.6	41.2	12.7	42.4	13.6	32.3	16.6
5	6.3	4.6	94.1	5	40.0	20.0	47.6	14.3	52.4	14.3	5.9	29.4	11.8	29.4	11.8	41.2
2	2.0	6.4	91.4	13	0.0	50.0	40.9	22.7	4.5	31.8	0.0	63.2	10.0	55.0	0.0	63.2
211	4.3	15.7	93.3	627	33.3	16.6	33.9	17.0	30.2	20.6	35.7	11.4	38.7	13.3	30.4	16.0
118	9.2	30.6	95.0	143	31.7	16.6	41.7	17.6	27.8	24.9	33.7	18.4	37.0	18.0	28.4	28.4
3	3.3	17.7	93.1	14	40.0	10.0	60.0	10.0	20.0	10.0	33.3	11.1	38.9	5.6	22.2	5.6
42	3.4	19.0	93.5	177	25.0	30.9	24.3	29.3	24.5	29.1	28.8	22.8	19.6	19.6	18.7	27.6
12	6.0	20.6	89.5	28	16.7	52.4	14.3	52.4	9.5	69.0	8.0	64.0	16.0	28.0	0.0	48.0
4	1.6	29.2	91.0	37	13.3	53.3	9.1	45.5	11.1	62.2	12.2	40.8	22.4	22.4	10.0	40.0
122	9.2	19.3	90.9	116	5.7	65.4	15.9	48.1	7.5	63.0	4.1	70.1	12.2	43.0	8.1	56.6
49	7.1	14.7	90.4	57	0.7	76.0	5.2	62.1	2.0	61.7	3.1	73.8	12.2	60.3	5.4	62.8
204	3.2	15.3	93.0	744	35.7	13.7	39.2	13.9	33.0	16.8	39.4	10.6	36.3	13.7	25.8	15.2
0	0.0	25.9	98.0	41	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
1	0.7	0.7	96.8	10	34.5	10.3	31.0	27.6	24.1	24.1	29.6	22.2	33.3	33.3	29.6	18.5
3	0.9	21.2	93.5	42	15.4	30.8	30.8	34.6	21.2	40.4	11.5	27.9	23.0	18.0	14.8	31.1
32	4.3	10.7	87.7	83	11.7	45.1	30.5	29.3	17.8	44.8	10.3	53.5	14.8	21.9	14.6	36.3
37	4.9	13.1	89.4	39	4.6	66.4	8.1	61.1	8.6	60.9	2.6	65.2	8.8	38.9	7.0	51.3
0	0.0	42.9	93.2	2	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
7	2.0	10.6	93.5	54	42.0	10.0	26.0	18.0	30.0	20.0	39.2	17.6	29.4	19.6	27.5	25.5
2	2.8	23.4	91.6	4	9.1	9.1	9.1	36.4	9.1	9.1	10.0	20.0	40.0	20.0	10.0	30.0
3	7.1	6.7	94.1	5	0.0	54.5	18.2	45.5	0.0	54.5	0.0	14.3	71.4	0.0	0.0	42.9
30	3.8	12.4	95.5	99	37.2	14.0	39.2	15.8	35.5	23.1	41.4	12.1	40.8	14.1	40.1	8.5
1	1.8	17.6	93.8	10	66.7	0.0	66.7	0.0	33.3	0.0	40.0	0.0	50.0	10.0	50.0	10.0
4	3.0	43.4	93.4	8	42.9	14.3	37.0	18.5	39.3	17.9	39.3	14.3	25.0	32.1	35.7	14.3
8	3.2	15.8	92.8	32	0.0	55.6	19.4	37.5	6.9	48.6	5.1	66.7	20.5	15.4	10.3	51.3
0	0.0	8.2	96.4	6	22.2	44.4	11.1	0.0	22.2	33.3	25.0	37.5	25.0	25.0	33.3	16.7
8	5.1	36.6	94.3	11	31.6	21.1	42.1	10.5	31.6	10.5	30.8	19.2	28.0	20.0	30.8	19.2
13	3.5	6.9	92.8	46	44.4	16.7	38.9	14.8	25.9	27.8	48.4	7.8	59.4	3.1	46.9	9.4
9	3.5	9.6	92.5	29	46.2	7.7	73.1	0.0	30.8	15.4	19.5	24.4	29.3	19.5	22.0	29.3
0	0.0	7.6	94.4	7	35.7	14.3	50.0	21.4	30.8	30.8	11.8	17.6	5.9	17.6	11.8	29.4
8	5.5	19.3	85.8	14	11.4	45.7	29.4	35.3	11.4	60.0	2.6	73.7	10.8	48.6	2.7	67.6
4	1.7	16.1	89.4	21	9.5	61.9	11.9	50.0	11.9	66.7	10.5	52.6	7.9	57.9	10.5	60.5
3	1.8	15.0	90.2	22	0.0	72.7	0.0	81.8	0.0	81.8	0.0	80.8	0.0	76.0	0.0	74.1
2,299	**3.8**	**18.5**	**93.2**	**6,862**	**31.0**	**23.0**	**35.3**	**22.2**	**29.2**	**25.2**	**32.7**	**19.6**	**33.1**	**18.1**	**27.4**	**21.3**

AT-5 results are not published when three or fewer students are tested in a grade.

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Sources of Data for This Report

Adult Basic Education Program Participation and Performance Report (1998-99)

Alaska State Assessment of Student Performance in Grades 4 and 8 (spring 1999)
- California Achievement Test
- Building Questionnaire
- Student Questionnaire

Alaska School Accreditation Status Report, Northwest Association of Schools and Colleges (1998-99)

Certified Staff Accounting Report (October 1, 1998)

Classified Staff Accounting Report (October 1, 1998)

Foundation Report for Funding Communities (October 1998)

Federal Migrant Education Program Participation and Performance Report (1998-99)

Report of School-Age Children Receiving Public Assistance (HSS, January 1999)

School District Report Card(s) to the Public (1998-99)
- Progress Toward District Goals
- Comments on School Performance by Students, Parents, Community
- Parent Involvement Strategies Questionnaire
- Other Indicators of Performance
- Summary and Evaluation of Environmental Education
- Average Daily Membership/Percent Change in Membership
- Student Transfers Into and Out of the District/Transiency Rate
- District and School Aggregate Attendance/Rate
- District and School Dropout Worksheet/Dropout Rate for 9th Grade Cohort
- High School Completion/District Graduation Rate
- Students Promoted to the Next Grade/District Promotion Rate for Grades 1-8
- District Education Plans - Goals, Assessment and Participation

School Districts' Annual Audited Financial Statement (October 1999)

Student Enrollment, Ethnicity and Summer Graduate Report (October 1, 1998)

Year-End Graduate Report (June 1999)

Statewide Educator Supply and Demand Report (University of AK Fairbanks, January 2000)

Bilingual Participation and Performance Reports (1998-99)

Special Education Child Count and Annual Performance Report (1998-99)

1990 Federal Census, Alaska Department of Labor

National School-to-Work Progress Measures Survey (March 1999)

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